

# **3<sup>rd</sup> - 5<sup>th</sup> Grades**

<b>Code</b>	<b>The learner will:</b>	<b>Activities Used/Dates Taught Teacher Notes</b>	<b>Assessments Teacher Notes</b>
E-1	List or name the primary sources of lead in a child's environment (paint, dust, and soil).		
E-3a	Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)		
E-4	Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).		
E-6	Explain the lead hazards associated with different places (i.e.: busy streets, chat piles, building being remodeled).		
E-10	Identify steps to take to reduce lead exposure if there are lead (water) pipes in the home. (Water supply in the Tri-County area is considered safe. However, wells may be at risk and should be tested).		
HY-1	Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.		
HY-3	Understand the role of wiping feet to remove dust.		
L-1	Know at which age children are most at risk for lead poisoning (6 months – 6 years) and why.		

<b>Code</b>	<b>The learner will:</b>	<b>Activities Used/Dates Taught Teacher Notes</b>	<b>Assessments Teacher Notes</b>
L-2	Know that lead poisoning can only be diagnosed with a blood test.		
L-3	List and describe some of the possible symptoms of lead poisoning in a child, noting that often there are no apparent symptoms.		
L-7	Describe the characteristics of lead as a metal, and why it is dangerous and prevalent in the Tri-state mining district (purposes and value as a resource).		
L-14	Describe lead poisoning as a condition.		
N-4	Describe the effects an empty stomach has on lead absorption.		
N-5	Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.		
N-7	Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.		
N-9	Wash vegetables and fruits carefully before food preparation and eating.		

<b>Code</b>	<b>The learner will:</b>	<b>Activities Used/Dates Taught Teacher Notes</b>	<b>Assessments Teacher Notes</b>
P-1	Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).		
P-2	List ways that lead poisoning can be prevented.		
P-3	Outline the steps that can be taken to reduce environmental exposure to lead.		
P-4	Identify the elements that make a child at high risk for lead exposure.		



## Web Page



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.
- P-3 Outline the steps that can be taken to reduce environmental exposure to lead.
- P-4 Identify the elements that make a child at high risk for lead exposure.

### Activity Description

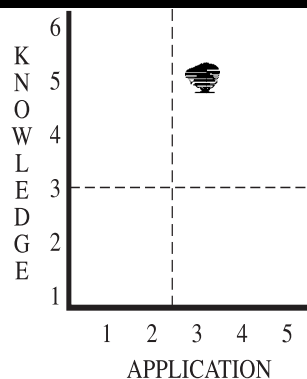
Activity – Class project, divide tasks by action plan as a whole group. Students will type up captions to go along with the lead poisoning prevention unit on the web page. The students will type chants they created dealing with lead poisoning and prevention. The students will scan posters and pictures they created to also be shown on the web page. The students will be adding their creations on the high school's web page. The high school students will be the actual creators of the page. The elementary students will be the information and research collectors.

Materials – Computer access, scanner

Teacher Notes – Obtain web site and computer scanner

### Knowledge/Skills

- Computer skills
- Lead poisoning prevention facts
- Creative and critical thinking



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## Trackin'



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- HY-3 Understand the role of wiping feet to remove dust in preventing lead poisoning.
- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-6 Explain the lead hazards associated with different places (i.e.: busy streets, chat piles, buildings being remodeled).
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.

### Activity Description

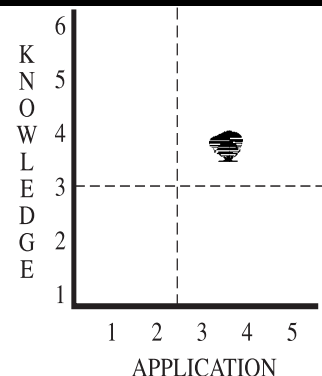
**Activity** – Place a white mat at the entrance of your classroom door. Have students wipe their feet. Then observe how much we carry in from our feet. Allow students time to observe and list what they see. Then test material to see if any is lead based. Brainstorm/write why it's important to wipe your feet.

**Materials** – white mat, gloves, magnifying glass, lead test kit

**Teacher Note** – Read test kit procedures, Science Unit

### Knowledge/Skills

- How lead and germs can be brought into the home/school by your feet.
- Classification skills
- Hygiene
- Brainstorming
- Writing skills



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## Washin' Up



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- HK-1 Explain the importance of clean floors and carpets with small children, especially a crawling baby.
- HK-2 Explain the impact of wet mopping and wet dusting at least one time per week.
- HK-3 Household items used in hobbies involving lead should not be used for any other purpose.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.
- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-10 Identify steps to take to reduce exposure if there are lead (water) pipes in the home. (Water supply in the Tri-County area is considered safe. However, wells may be at risk and should be tested.)

### Activity Description

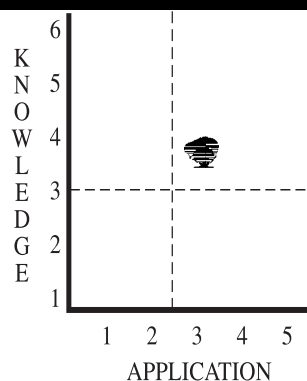
Activity – Students will be given the opportunity to experience washing dishes, hands, food the proper way. Also they will learn how to properly clean the area where food is prepared, along with general house cleaning procedures and storage of dishes.

Materials – wash station, soap, strainer, towels, foods, utensils, cleaning materials

Teacher Note – Teacher will demo correct way

### Knowledge/Skills

- Cleaning procedures
- Keeping lead minimized
- Hygiene



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## Collages



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- L-3 List and describe some of the possible symptoms of lead poisoning in a child, noting that often there are no apparent symptoms.
- L-7 Describe the characteristics of lead as a metal, and why it is dangerous and prevalent in the Tri-state mining district (purposes and value as a resource).

### Activity Description

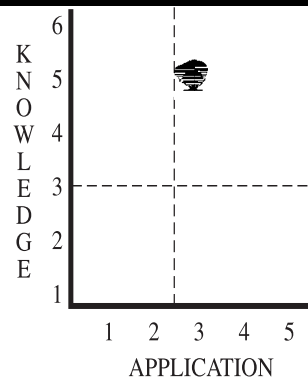
Activity – Students will use magazines and poster board to make collages of lead sources or ways to prevent lead poisoning.

Materials – magazines, posterboard, crayons, construction paper, scissors, and glue

Teacher Note: Art/Health

### Knowledge/Skills

- Where lead comes from and where it is found
- Prevention of lead poisoning



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## Visitor



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- L-2 Know that lead poisoning can only be diagnosed with a blood test.
- L-1 Know at which age children are most at risk for lead poisoning (6 months – 6 years) and why.
- L-3 List and describe some of the possible symptoms of lead poisoning in a child, noting that often there are no apparent symptoms.
- L-7 Describe the characteristics of lead as a metal, and why it is dangerous and prevalent in the Tri-state mining district (purposes and value as a resource).
- L-14 Describe lead poisoning as a condition.
- N-4 Describe the effect an empty stomach has on lead absorption.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.

### Activity Description

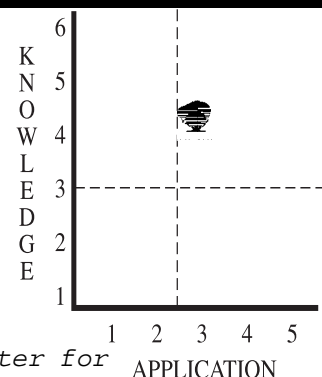
Activity – Have a medical professional come into the classroom and discuss with the students blood testing procedure, at risk ages, symptoms, characteristics of metal, lead poisoning as a condition, effects on an empty stomach and ways to prevent lead poisoning. Washing hands, food and utensils. Have students fill out a KWL chart before and after the speaker presents.

Materials – speaker, KWL chart

Teacher Notes – Health Unit

### Knowledge/Skills

- Overall knowledge about lead, the risk, symptoms, characteristics and ways to prevent lead poisoning
- Reading comprehension (expository)



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**KWL Chart**

K		W		L	
Before Reading		Before Reading		After Reading	
What do I know?		What do I want to?		What did I learn?	
		1.			
		2.			
		3.			
		4.			
		5.			



## Reading Labels



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- N-4 Describe the effect an empty stomach has on lead absorption.  
N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.

### Activity Description

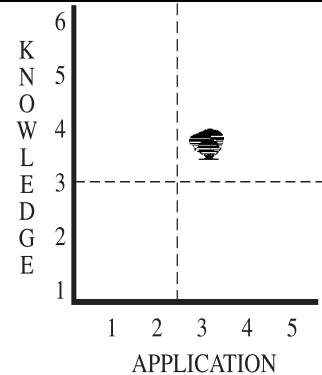
Activity – Each student will be responsible to bring 2 labels from various foods. The students will then read over the labels and compare the value of various areas (calcium, fats, vitamins, etc.) Eating a diet low in calcium and iron can result in increased absorption of lead in the body. They will compare the labels and pick foods that are highest in nutritional value and help to prevent lead absorption. Make T-chart.

Materials – labels from food items, food pyramid-areas, food pyramid chart

Teacher Note – May want to bring a few labels for students that were unable to bring.

### Knowledge/Skills

- Technical Reading
- Food Pyramid
- Foods that prevent lead absorption
- Nutritional Foods



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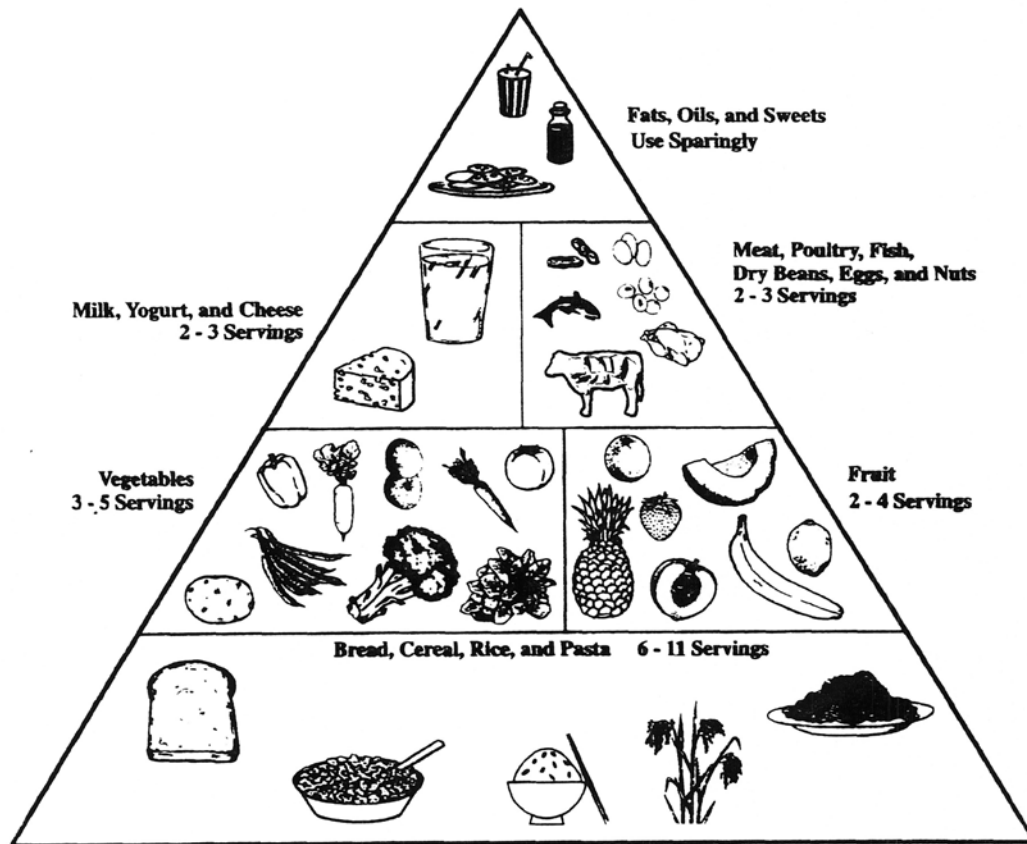
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# The Food Pyramid





## Pb Possum Test



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- P-2 List ways that lead poisoning can be prevented.
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-6 Explain the lead hazards associated with different place (i.e.: busy streets, chat piles, buildings being remodeled).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).

### Activity Description

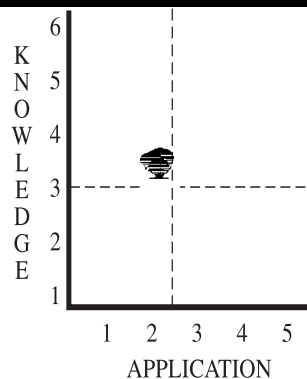
Activity – Students will complete test using given booklet.

Materials – Pb booklet test – See Appendix

Teacher Note – This is reading comprehension.

### Knowledge/Skills

- Where lead is found
- Symptoms
- Ways to prevent lead poisoning
- Reading comprehension - literal



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## Pb Possum

1. What is Pb's job?
  - a. Coal miner
  - b. Keep things safe and healthy
  - c. Police officer
2. Where can lead hide?
  - a.
  - b.
  - c.
  - d.
  - e.
3. Pb always \_\_\_\_\_ before he eats and after he gets dirty.
4. A \_\_\_\_\_ helps to keep children safe from lead.
5. Eat lots of \_\_\_\_\_ and \_\_\_\_\_ and drink lots of \_\_\_\_\_ to stay strong and healthy.
6. To be tested for lead they test:
  - a. Blood
  - b. Heart
  - c. Feet
7. Where would you go to be tested for lead?
  - a. Grocery store
  - b. Shopping department
  - c. Health department or doctor
8. Where could you call to get help or find out more about lead and lead poisoning?



## Pb Possum

9. What is Pb's job?
- Coal miner
  - Keep things safe and healthy*
  - Police officer
10. Where can lead hide?
- dirt
  - sticks
  - paint
  - chat
  - toys
11. Pb always washes his hands before he eats and after he gets dirty.
12. A healthy diet helps to keep children safe from lead.
13. Eat lots of fruits and vegetables and drink lots of milk to stay strong and healthy.
14. To be tested for lead they test:
- Blood
  - Heart
  - Feet
15. Where would you go to be tested for lead?
- Grocery store
  - Shopping department
  - Health department or doctor*
16. Where could you call to get help or find out more about lead and lead poisoning?





## Crossword



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-6 Explain the lead hazards associated with different places (i.e.: busy streets, chat piles, buildings being remodeled).
- E-10 Identify steps to take to reduce lead exposure if there are lead (water) pipes in the home. (Water supply in the Tri-County area is considered safe. However, wells may be at risk and should be tested.)
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- HY-3 Understand the role of wiping feet to remove dust.
- L-1 Know at which age children are most at risk for lead poisoning (6 months – 6 years) and why.
- L-2 Know that lead poisoning can only be diagnosed with a blood test.
- L-3 List and describe some of the possible symptoms of lead poisoning in a child, noting that often there are no apparent symptoms.
- L-7 Describe the characteristics of lead as a metal, and why it is dangerous and prevalent in the Tri-state mining district (purposes and value as a resource).
- L-14 Describe lead poisoning as a condition.
- N-4 Describe the effect an empty stomach has on lead absorption.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.

### Activity Description

Activity – Students will design a comprehensive crossword puzzle that contains information dealing with lead poisoning, and prevention. Students will use a minimum of 15 vocabulary words from their notes dealing with lead poisoning or prevention. Students will write the words to criss/cross in crossword format. Then students will number the words and shade in the unused squares. Students will write definitions or clues for each word.

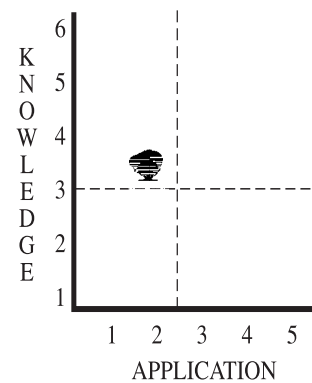
Materials – graph paper

Teacher Notes – closure activity



## Knowledge/Skills

- General knowledge on lead poisoning and prevention
- Construction of crossword puzzle



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*Author(s) of this activity :*



## Handwashing Activity



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).

### Activity Description

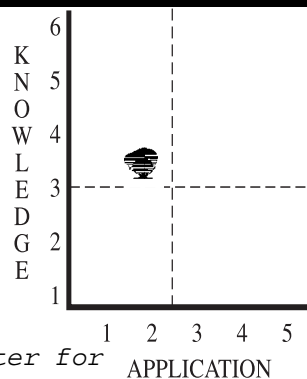
**Activity** – Students will use orange solution known as Glogerm to detect germs from unwashed hands. Students will wash hands and recheck. Instruction will be given on proper washing to insure maximum removal of germs. Students will be rechecked. Design an informational poster with instructions on washing hands (Step by step procedure)

**Materials** – Access to washing facility, anti-bacterial soap, black light (can purchase at any fishing store), orange detecting solution (Glogerm)

**Teacher Notes** – Orange solution will stain clothing. To find out where to obtain “Glo Germ Kit” contact either the extension office or health department. Also check with school nurse. See attached address for more information. Health Unit

### Knowledge/Skills

- Effective handwashing
- Germs and contaminants that can be carried on hands.



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## Healthy Munchin'



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- N-4 Describe the effect an empty stomach has on lead absorption.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.

### Activity Description

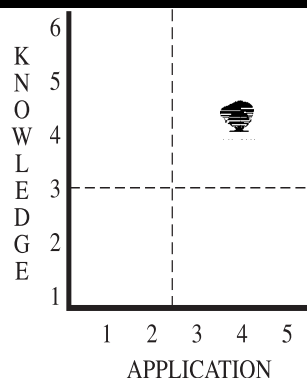
Activity – Students will each bring in their own favorite snacks. The students will sort the snacks into groups of healthy and unhealthy or by food groups. The students will classify the snacks into proteins, carbohydrates, etc. Teacher will explain that foods high in calcium and iron will decrease absorption of lead. Teacher needs to emphasize the reason students age 6 months – 6 years need healthy snacks. The students will graph their findings.

Materials – A pyramid big enough to sort the snacks on. (Pyramid may be made out of a trash bag and should be big enough to hold approximately 20 snacks for students.

Teacher Notes – Good food health or nutrition unit.

### Knowledge/Skills

- Food pyramid
- Food absorption
- How to classify food
- Understanding of graphs
- Lead poisoning



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## Let's Play



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow).
- E-6 Explain the lead hazards associated with different places (i.e.: busy streets, chat piles, buildings being remodeled).
- HY-1 Explain the importance of washing hands before eating, before bedtime, after playing with pets, and after playing or working outside.
- L-2 Know that lead poisoning can only be diagnosed with a blood test.
- L-14 Describe lead poisoning as a condition.
- L-7 Describe the characteristics of lead as a metal, and why it is dangerous and prevalent in the Tri-state mining district (purposes and value as a resource).
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.
- N-9 Wash vegetables and fruits carefully before food preparation and eating.
- P-1 Name 5 ways to keep lead out of the body (wash your hands, play only on grass covered or cement/asphalt covered play areas, don't put non-food items in your mouth, eat a healthy diet, clean your house).
- P-2 List ways that lead poisoning can be prevented.

### Activity Description

Activity – Using choice of stories attached, students will perform as a play and present to lower grades, nursing homes, preschool, community clubs, etc. Video can also be taken to be reviewed by students themselves and placed in the library for check out to students and parents. (Parent teacher conferences/PTA)

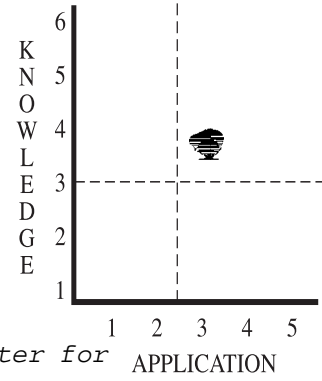
Alternative assignment: make a puppet play instead of actual play.

Materials – supplies and props as requested by students for plays, construction paper, scissors, markers, crayons, copies of attached stories

Teacher Notes – This will take 1 to 2 weeks to complete.

## Knowledge/Skills

- Sources of lead poisoning
- Communication Skills
- Prevention of lead poisoning



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## **THE BUG FAMILY LEARNS ABOUT LEAD**

**By Brian English**

Once upon a time, a family of bugs lived in a garden. There was Momma bug, Poppa bug and their daughter, Latasha. After a rain filled night, the bugs awoke to bright sunshine.

“Good morning! How did everyone sleep last night?” asked Poppa Bug.

“Great. I was tired from working in the garden yesterday.” Answered Momma Bug.

Latasha, their daughter replied, “The rain kept me up, raindrops kept dripping on my leaf.” She did look tired.

From the kitchen Momma called, “Breakfast is ready.”

Latasha ran into the kitchen and sat at the table.

With a frown on his face that Latasha didn’t notice, Poppa asked, “Latasha, have you forgotten something?”

“Yes, I left my doll in my room.” Answered Latasha. “I planned to take her with me this morning to Tina’s house.”

“That’s not what I meant.” said Poppa Bug.

Latasha looked puzzled. “Well, Dad, what DID you mean?” she said.

“You sat down at the table and forgot to do something very important before eating breakfast.” Poppa reminded her. “Would you please go wash your hands?”

Latasha ran to the sink. She grabbed the soap and began to scrub her hands. Momma and Poppa Bug joined her.

“Dad, why is it we ALWAYS have to wash our hands before eating?” asked Latasha as she was drying her hands.

“Even though you can’t see the dirt on your hands, it is there. By keeping your hands clean you are protected from having dirt get on the food, which you eat. You see dirt has LEAD in it. When lead gets into your body it CAN MAKE YOU SICK,” warned Poppa Bug.

As Latasha sat down to breakfast she could smell the toast, eggs, and oatmeal Momma Bug had made. Momma Bug made sure her family ate good, healthy food. She knew it was important to prepare foods high in calcium and iron to keep them healthy and strong.

After finishing her breakfast, Latasha kissed her parents goodbye and left for Tina's house.

Poppa and Momma Bug got a pail of soapy water to mop the leaves of their garden home. They used a damp dust rag to dust the furniture to help protect their family from lead poisoning. They often told Latasha about how lead found in dust; dirt and soil could make them sick. As they worked, they hummed the song *Lead Can Hurt Us*.\*

Latasha knocked on Tina's door. Tina welcomed her and suggested they take Tina's baby sister with them to her room to play house. "We can watch the baby while we play", she said. "You know what? I got a new kitchen set for my birthday," Tina told Latasha.

"Goody, let's play with it. Shall we pretend to make cookies?" asked Latasha.

They took out the play dishes and toy stove. Tina found flour in her play cabinet and began to mix the dough. Some flour got on Latasha's wings, making them all white. The baby started laughing and knocked her pacifier on the floor. Tina quickly picked it up and was about to put it back in her sister's mouth when Latasha cried, "Stop, don't do that."

"Why not?" asked Tina. Latasha explained how in school they had learned about a poison called LEAD, which could make them sick. "My teacher said it was important to keep our hands away from our mouths. She told us that if baby things like pacifiers and toys fell to the floor they should be washed. She told us how to become lead poisoning prevention helpers.

Latasha washed the pacifier and gave it to the baby.

"Hey, thanks, Latasha, for watching out for my sister," said Tina. I thought the only way to get poisoned from lead is to eat paint chips."

"Yes", said Latasha. "You are right, NEVER EAT PAINT CHIPS. But eating paint chips is not the ONLY WAY we can become lead poisoned. We need to remember to wash our hands before we eat, to eat healthy foods and to keep our hands and toys out of our mouths.

If we see a baby or our friends doing these things we must tell an adult. Either our parent or our caregiver.

"You are a smart bug," Tina told Latasha. "You have helped me to learn and you have helped my sister, too. Thanks for washing off her pacifier. Thanks for helping her not to become lead poisoned. I am going to tell my mother about the things you taught me."

"Well", said Latasha proudly. "My teacher taught me to be a LEAD POISONING PREVENTION HELPER. I like being a lead poisoning prevention helper."

“How do you know if you have lead in your body?” asked Tina.

“When I was little, my mom took me to the clinic to have my blood tested,” replied Latasha.

“I’m going to ask my mom if I ever had my blood tested like you,” said Tina. “Let’s finish making our cookies.”

After they finished playing, Latasha went home for lunch.

“Hi, Latasha, did you have fun at Tina’s?” Momma Bug asked. Latasha told her mother about playing at Tina’s and about washing the pacifier.

“Well that was a very good thing to do. You’re learning to be a Lead Poisoning Prevention Helper,” said Momma Bug.

“I’m hungry, what’s for lunch?” asked Latasha.

“We are having peanut butter and jelly, along with a fruit cup. But what is it we need to do before we eat?”

“I remember, I must wash my hands,” said Latasha.

“That’s right. You’re such a good helper. Now hurry so we can eat,” said Poppa Bug who had just returned from the hardware store.

The Ladybug family had their lunch, and then happily took their naps knowing that they were doing the right things to help keep their home lead safe.

THE END





## Look Out for Lead



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).
- E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)
- E-4 Explain the importance of keeping non-food items out of the mouth (e.g.: paint chips, dirt, toys, hands, gravel/chat, jewelry [ceramic beads, metal necklaces] and snow.)
- E-6 Explain the lead hazards associated with different places (i.e.: busy streets, chat piles, building being remodeled).
- E-10 Identify steps to take to reduce lead exposure if there are lead (water) pipes in the home. (Water supply in the Tri-County area is considered safe. However, wells may be at risk and should be tested.)
- HY-3 Understand the role of wiping feet to remove dust.
- P-2 List ways that lead poisoning can be prevented.

### Activity Description

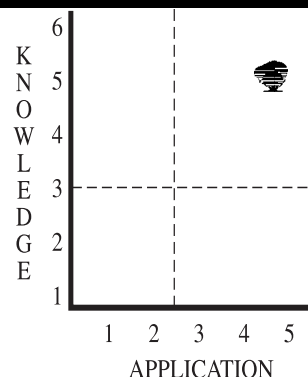
Activity – Look at picture of house. Using the illustration, see how many places you see where lead would be prevalent. Remodel house to make it safe.

Materials – diagram of house, white paper to draw house repaired.

Teacher Notes – Individual or cooperative activity many solutions are possible as long as they are realistic.

### Knowledge/Skills

- Problem solving (non-routine)
- Sources of lead poisoning
- Decision making
- Action planning (what would you do to fix problem)



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*Author(s) of this activity :*

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## Local Resources



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- E-1 List or name the primary sources of lead in a child's environment (paint, dust, and soil).  
 E-3a Identify sources of lead in their own environment (paint chips, dirt, chat piles, dust, car exhaust, long burning candles [with lead in the wick], hobbies and crafts involving melted lead.)

### Activity Description

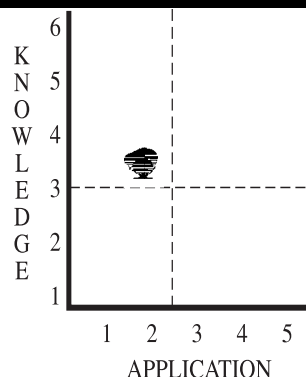
Activity – Students will complete attached sheet of Local Resources. They will then learn to put it on the website set up by grades 9-12. They will also design informational posters using the information on the sheet as well as facts about lead/lead poisoning to be placed in designated areas around school and community.

Materials – Copy of attached sheet for each student poster paper, markers, crayons

Teacher Notes – Coordinate time with high school students to work on web site. Ask businesses etc. to place posters in windows.

### Knowledge/Skills

- Where to go for help concerning lead poisoning
- Computer research skills
- Communication Skills



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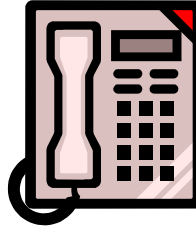
Kim Patterson – Columbus, KS

Cindy Ellis – Columbus, KS

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## Local Resources

*(Fill in local numbers and post)*



NAME	TELEPHONE NUMBER
Child Health and Disability Prevention Program (CHDP)	
Local Childhood Lead Poisoning Prevention Program	
Community Clinics	
Child Care Healthline	1-800-333-3212
Regional Poison Control Center	
Other:	



## Lunch



Pre-K 1-2 3-5 6-8 9-12

### Curriculum Indicator(s)

- N-4 Describe the effect an empty stomach has on lead absorption.
- N-5 Explain the need for nutritious snacks between meals, especially for children between 6 months and 6 years of age.
- N-7 Using the food pyramid, select healthy foods for daily intake that contain iron, are high in calcium, and are low in fat.

### Activity Description

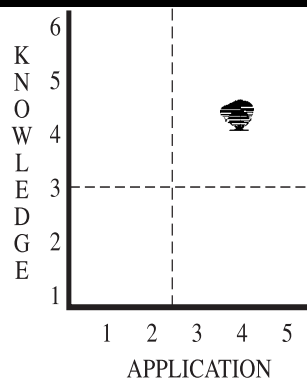
Activity – Students will keep a log of the foods they eat for lunch for 5 days (on notebook paper). The students will then transfer the information from their log onto a food pyramid chart. They will use one pyramid log sheet per day. They will fill in each item they consumed into the proper bracket (food category). At the end of the 5 days students will analyze their weaknesses and strengths. They will then list differences and ways to improve their eating patterns from comparing their 5 day log. Students will also log snacks eaten after school each day onto the pyramid log sheet for that day.

Materials – menu, 5 pyramid sheets per student, notebook paper, sack lunch contents for those not eating lunch

Teacher Note – Nutrition/Health, folder may be beneficial to keep papers organized.

### Knowledge/Skills

- Decision Making
- Food Pyramid
- Classification Skills
- Keep a log
- Problem Solving Skills



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# The Food Pyramid

